**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: Lesson 1-2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Students may struggle with the difference between place and value. This needs to be reinforced. | Digits, value, standard form, expanded form, word form, greatest, least. |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Cumulative Review  Daily Spiral Review that goes with lesson 1-2 – Basically reviews standard form and place  value.  Problem of the Day for lesson 1-2 – Reviews expanded form  THEN  Put your age in minutes on the board (i.e. 53 years is 28,935285 minutes.) Then say, “I am this old. What unit am I using?” Students can figure it out with a partner, then do a class discussion. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Use the Frayer vocabulary model for each word. 2. How will you provide multiple opportunities for vocabulary to be used in context? First work with a partner, then compare and work as a table. Finally, compare and discuss as a class. Provide large cards with numbers on them, and have students hold the numbers while another student arranges them properly. **THEN pick one of the digits (i.e. 4), move it around in a larger number and ask the value of the digit. Students can write answers on a small whiteboard or on a piece of paper.** | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Possible activities:*  **Investigations:** Activity 1 in Session 1.1 of unit 3 (p. 27-28)– This activity has students practice place value in pairs. Students can use either blank paper or math journals. It starts with writing 8,435 on the board and then adding 5,000. Students find the sums of numbers similar to this and ask the following questions:   * How did you decide what the sum is? * What is the value of each digit in the sum? * Compare 8,435 to the sum 13,435. In which places are the digits the same? * Which are different? Why?   Activity 2, Session 1.1 of unit 3 (p. 28-29)- This activity gives the students “10,000  charts.” You could modify this to have the students create their own class 10,000 chart.  Students do activities with the charts and ask questions like the following:   * Just by looking at the chart, about how many squares do you think are on these charts? Why? * Can you figure out exactly how many squares are on the chart? How do you know?   **\*\* Note:** There is more teacher reference to the 10,000 chart on p.113-115 in the  Investigations book. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Do the guided practice problems 1-3 together as a class. Have students answer questions 4 & 5 in their math journal. Then discuss their answers.* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| Struggling Students = Questions 6-23.  Average Students= Questions 6-31 Except #25  High Students – Questions 6- 31.  Fast Finishers - The mixed problem solving on p.9 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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